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January 2004



Social Studies 33

Part A: Written Response

Grade 12 Diploma Examination

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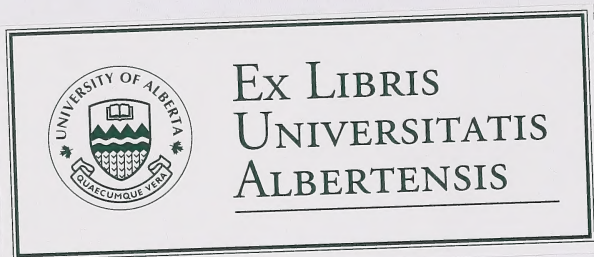
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January 2004

Social Studies 33

Part A: Written Response

Grade 12 Diploma Examination

Description

Time: 2 hours. This examination was developed to be completed in 2 hours; however, you may take an additional ½ hour to complete the examination.

Part A: Written Response consists of 4 writing assignments, each worth 10%, and contributes 40% of the total Social Studies 33 Diploma Examination mark.

Evaluation: Your written responses will be evaluated for

- Ideas and Support
- Communication of Ideas

Recommendation: After you have read each assignment, examine the preceding page or pages to identify information that will assist you in composing your written response.

Do not write your name anywhere in this booklet. Feel free to make corrections and revisions directly on your written work.

Instructions

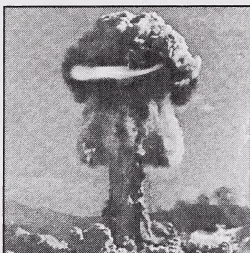
- Complete all **four** sections.
- You may use the following print or electronic references:
 - an authorized English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each assignment. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

ASSIGNMENT I: INTERACTION OF NATIONS

Suggested time: 20–25 minutes



British Prime Minister Chamberlain declares he has achieved "peace for our time."



Nations use a variety of methods to achieve their goals.



Military Budgets, 2001 (in billions of dollars)	
Country	Military budget
*United States	396.1
*Russia	60.0
*China	42.0
Japan	40.4
*United Kingdom	34.0
*France	25.3
Germany	21.0
*India	15.6
Canada	7.7
*Pakistan	2.6

*Countries with acknowledged nuclear weapons capability

EDITORIAL

Might is right

The best way that nations can safeguard their national interests is to develop their military power. A nation with a powerful military is unlikely to be attacked because it would crush its attacker. As well, it is better to have a strong military than to rely on an ineffective international organization such as the United Nations. Such reliance is an invitation to be conquered and enslaved by an aggressive enemy. Diplomacy is ineffective as a means of preserving national security, and faith in the United Nations' ability to uphold world peace is wishful thinking.

A wise nation should not only develop its military capacity but should also seek out like-minded nations with whom to enter into military alliances. Potential allies should be willing to increase their military capacities and/or have strategic resources to offer the alliance. Most importantly, potential allies must share common values and have similar national interests. Compatible allies enhance the security of all members of an alliance because an attack on one threatens the common interests of all.

Another positive dimension of having military power is that a strong nation has the ability to force weak nations to conform to its wishes. Simply by threatening to go to war, a strong nation can force weaker ones into allowing access

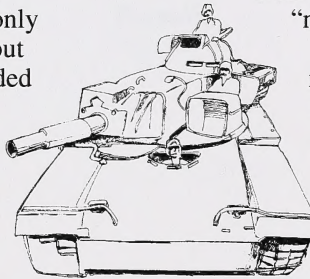
to resources, transportation routes, markets for trade, and military bases. Such things allow a strong nation to remain on top in the battle for survival in the global jungle.

The threat of war will also intimidate another strong enemy as long as national resolve is combined with military might to back up the threat. For example, the Soviets backed down during the Cuban Missile Crisis. The United Nations merely watched from the sidelines as America won the confrontation because they had the steely resolve and the muscle to back up their "no compromise" position.

Some people may argue that military power was used effectively by the United Nations to stop conflicts in Korea and the Persian Gulf.

These examples are misleading. In both situations, a superpower acted in its national interests and took decisive military action when an aggressor did not respond to warnings. In situations without superpower involvement, the United Nations has also proved to be ineffective; for example, in dealing with the conflicts plaguing Africa and in the ongoing disputes in the Middle East.

The lesson should be clear for all. Nations should invest in military strength and not be afraid to use that power to safeguard and pursue national interests.



Assignment I: Interaction of Nations

Planning

ASSIGNMENT I: INTERACTION OF NATIONS**Suggested time: 20–25 minutes**

The editor believes that nations will benefit from the expansion of their military strengths.

Should nations develop their military power?

Write a composition in which you

- **identify and explain** your opinion
- **provide examples** to support your explanation

Reminders for Writing

- **Remember** that the information on pages 2 and 3 may help you as you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.

Planning

Assignment I: Interaction of Nations

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment I: Interaction of Nations

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

This is the end of Assignment I.

ASSIGNMENT II: INTERACTION OF NATIONS

Suggested time: 20–25 minutes



1975—American Apollo astronauts and Soviet Soyuz cosmonauts meet in space.

Nations can
cooperate
in a variety
of ways.



American president Ronald Reagan and Soviet leader Mikhail Gorbachev meet at Geneva, Switzerland, in 1985.



ASSIGNMENT II: INTERACTION OF NATIONS**Suggested time: 20–25 minutes****How have nations encouraged international cooperation?**

Write a composition in which you

- **identify and explain** what nations have done to encourage international cooperation
- **provide examples** to support your explanation

Reminders for Writing

- **Remember** that the information on page 10 may help you as you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.

Planning

Assignment II: Interaction of Nations

Planning

Assignment II: Interaction of Nations

Written Work

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Assignment II: Interaction of Nations

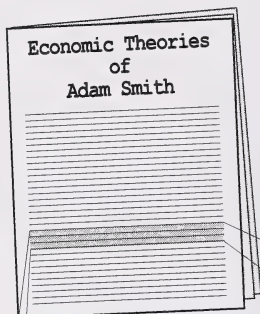
Written Work

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This is the end of Assignment II.

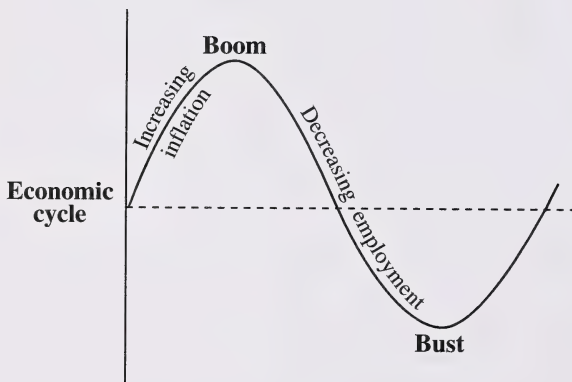
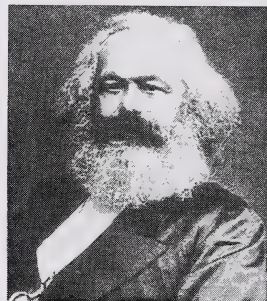
ASSIGNMENT III: ECONOMIC SYSTEMS

Suggested time: 20–25 minutes



Society will benefit if the government stays out of the marketplace and lets natural forces operate. As the economy grows, people who work hard and succeed will be rewarded.

The history of economics is a history of class struggle between workers, who are exploited for the sake of profit, and the wealthy, who own the means of production.



A market-oriented economy influences society in a variety of ways.

Poverty rates in Canada

	1981	1986	1991
Families	11.3%	11.8%	13.0%
Single people	37.5%	34.5%	36.6%
Total	14.0%	14.4%	15.9%



Pritchard/Ottawa Citizen
—from World Press Review

Use the following photographs and captions to focus your thoughts for Assignment III on page 19.

Photograph I



A department store shopper

Photograph II



A homeless person

Assignment III: Economic Systems

Planning

ASSIGNMENT III: ECONOMIC SYSTEMS

Suggested time: 20–25 minutes

What idea(s) do the photographs on page 17 communicate to you about the economic conditions created by a market-oriented economy?

Write a composition in which you

- **identify and explain** how individuals within a market-oriented economy may experience different economic conditions
- **support** your explanation by referring to details in the photographs and/or by referring to your understanding of social studies

Reminders for Writing

- **Remember** that the information on pages 16 and 17 may help you as you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.

Planning

Assignment III: Economic Systems

Written Work

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Assignment III: Economic Systems

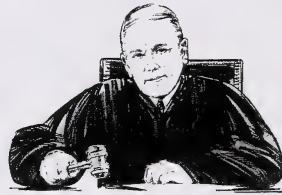
Written Work

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This is the end of Assignment III.

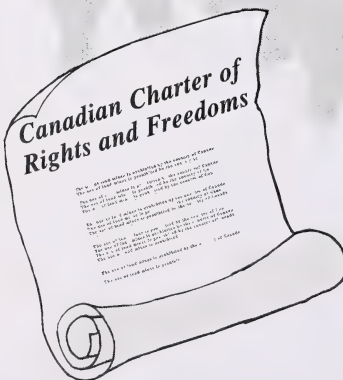
Suggested time: 20–25 minutes

—*Beatrice Hall*



"If we can't protect our children, then we should, as a society, fly the white flag of surrender because all is lost."

Chief of Police Julian Fantino
Toronto Police Service



German students and Nazi storm troopers burning books in the 1930s.

*Use the following information to focus your thoughts
for Assignment IV on page 27.*

At a public forum during a recent election campaign, four candidates were asked to respond to the following question:

Should the government control access to information on the Internet?

Candidate I

A democracy must allow individuals the freedom to express ideas and beliefs, even if some people are offended. Any laws that interfere with this freedom interfere with democracy. Even if restrictive legislation were desirable, who would decide what is acceptable? The government? Remember that in the past, elected governments claiming to be acting in society's best interests turned into dictatorships that organized book burnings and eliminated free speech! There can be no government censorship of the Internet without endangering our democracy.



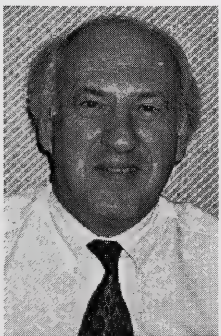
Candidate II

I believe in "common sense" democracy. Using their common sense, citizens will accept a law regulating the Internet if it stops racist groups from spreading messages of hate, radical groups from inciting revolution, or others from displaying pornography. Citizens, however, will not accept any attempt by government to stop the responsible discussion of ideas on the Internet. If citizens see that a government is abusing its power by halting the free exchange of ideas on the Internet, the citizens will use their democratic rights and replace that government.



Candidate III

In practical terms, it is virtually impossible to control the Internet. The government should do nothing because there is nothing that can be done. The Internet is international in scope: it has web sites from all over the planet. There is no reasonable way for a government to control the content of the Internet. With no other reasonable options, society must trust in the good judgement of Internet users. It is the responsibility of such users to avoid accessing information that is in any way improper.



Candidate IV

The current situation is unacceptable. Almost everyone, including young children, has access to Internet web sites containing unacceptable material such as pornography or instructions on how to make weapons. Society has created the right to free speech and that right has been abused. The government must act to protect society from itself. A government agency must be created to control and monitor the information and ideas available to Canadians on the Internet. This agency would have the power to ensure that people only have access to ideas and information that are proper and worthwhile.



Assignment IV: Political Systems

Planning

ASSIGNMENT IV: POLITICAL SYSTEMS**Suggested time: 20–25 minutes**

You have just left the public forum described on page 25. Consider each candidate's response before you answer the question below.

**Given the candidates' responses to the question
“Should the government control access to information on the Internet?”
who would receive your vote? Why?**

Write a composition in which you

- **identify** the candidate and/or position that you support
- **give reasons** to support your opinion based on your knowledge of social studies and the positions of the candidates

Reminders for Writing

- **Remember** that the information on pages 24 and 25 may help you as you write your composition.
- **Plan** your composition.
- **Organize** your ideas and support.
- **Correct** any errors that you find in your writing.

Planning

*If you are using a word processor, staple your Assignment IV finished work here.
You may make corrections directly on your printed page(s).*

Assignment IV: Political Systems

Written Work

[illegible]

Continued

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Assignment IV: Political Systems

Written Work

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This is the end of the examination. You may wish to review and revise your written work.

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- Fantino, Julian. "International Conference on Child Exploitation: Their Future is Now." Toronto Police Service Sex Crimes Unit. <http://www2.torontopolice.on.ca/sexcrimes/seminar/presenters.php>. Reprinted with permission of the Toronto Police Service.

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Social Studies 33: Part A

Social Studies 33: Part A

January 2004

(Last Name)

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Name:

(Legal First Name)

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Date of Birth:

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Sex:

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Permanent Mailing Address:

(Apt./Street/Ave./P.O. Box)

(Village/Town/City)

(Postal Code)

School Code:

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School:

Signature:

Check this box if your address has changed

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Check this box if you have attached word-processed pages to this booklet

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Accommodations (mark all applicable) to be filled in by Supervising Examiner

Accommodation 1	
Accommodation 5	
Accommodation 6	
Accommodation 7	
Accommodation 10	
Accommodation 11	
Accommodation 12	

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Marker 1		C1	
Marker 2		C2	
Marker 3		C3	

No Name

Apply Label Without Student's Name

Social Studies 33: Part A



